
Thank you for selecting the Library of Congress virtual workshop:
ROSA PARKS: FREEDOM FIGHTER



This is a Power Point presentation designed for teachers to use with their students for the program, *Rosa Parks: Freedom Fighter*.

Included are suggested activities that teachers can use for exploring the role Rosa Parks played in civil rights history.

The Power Point is organized into two sections:

1. Pre-Program Activities
2. Post-Program Activities



Rosa Parks

FREEDOM FIGHTER

Pre-Program Activities



During the Rosa Parks virtual workshop, you will:

- Share what you know about Rosa Parks.
- Examine the unfair, inhumane environment Rosa Parks lived in.
- Trace Rosa Parks' evolution from a child who stood up to defend herself to an activist who sought justice for others.
- Travel back in time through storytelling to the historic meeting that launched the Montgomery Bus Boycott.



You will also play the role of an **Examiner of History**:

*“A person who uses what they know
to understand what they do not know.”*

As an examiner, you will need:

- **paper and pencil** to record ideas that are important to you
- a computer **mic** and **chat box** to express your thoughts



Do you have the vocabulary of an **Examiner of History?**

Discuss the words and phrases below with a classmate.
Then, check your understandings with the next slide.

Segregation

Jim Crow Laws

Civil War

The United States Constitution

14th Amendment

Lynch



Examiner's Vocabulary List

Segregation - a practice of requiring separate housing, education and other services for people of color.

Jim Crow Laws - a patchwork of state and local laws, codes, and agreements that enforced segregation.

Civil War – a four-year (1861-1865) war between the United States and 11 Southern states that wanted to continue the institution of slavery.

The United States Constitution – the supreme law of our nation that established the basic rights of citizens.

14th Amendment – an addition to the Constitution that allowed the Federal Government to protect the civil rights of individuals against state encroachment that was ratified in 1868.

Lynch – to kill or murder someone, especially by hanging, for an alleged offense with or without a legal trial.



To continue preparing for your role as an Examiner of History, view this [video](#).

When viewing the video, consider the following questions:

1. What stories about Rosa Parks' family caught your attention?
2. When Rosa Parks talked about her actions and things she believed in, what was particularly meaningful to you?

Rosa Parks

FREEDOM FIGHTER

Post-Program Activities



Activity One:

Combining What You Learned with Imagination

Suppose your school decided to organize a special day of activities to honor Rosa Parks, and the principal asked you to deliver a 3-minute speech that kicks off all events for the day. What stories about Rosa Parks would you share with your classmates during your speech? Why do you feel these stories are important to share?

Write the speech, share it with a classmate, and explain to your classmate why you chose the information for your speech.



Activity Two: Listening to Oral Histories

Many ordinary people like Rosa Parks did extraordinary things during the Civil Rights movement to bring about change in our nation.

Explore oral histories on the following slides from the *Civil Rights Oral History Project* and learn how people from all walks of life joined the struggle to achieve freedom, equality and justice for all Americans.

Use the prompt questions to discuss things that are important to you.





Professor Freeman Hrabowski,
President of UMBC, remembers joining
the Birmingham Children's Crusade at
the age of 12.

<https://loc.gov/exhibits/civil-rights-act/multimedia/freeman-hrabowski.html>

When Professor Hrabowski talks about “the way of the world,” what does he mean?

How would you go about convincing him that “the way of the world” can change?



Civil rights activist **Marilyn Luper** discusses her mother, Clara Luper's, leadership in the NAACP Youth Group in Oklahoma City.

<https://loc.gov/exhibits/civil-rights-act/multimedia/marilyn-luper.html>

What happened when Marylyn Luper's mother spoke up about change?

How would you respond to the way she was treated if you were in her position?



In an excerpt from NBC's *The American Revolution of '63*, broadcast September 2, 1963, NAACP youth council leader, Clara Luper challenges the opinion of the owner of a segregated amusement park that Oklahoma City is not ready for integration.

<https://loc.gov/exhibits/civil-rights-act/multimedia/oklahoma-city-sit-ins.html>

What happened when change took place at the Oklahoma amusement park? Discuss the pros and cons of the situation. Should change come gradually or right away?

